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furnish a continuous narrative and to instruct the pupil how to join sentences properly by means of conjunctions and pronouns, and also an endeavor to familiarize the student with his grammar by constantly referring him to it.

Whether the sentences for translation show sufficient variation from the original and whether they are properly graded in point of difficulty are questions that must be determined by the individual teacher.

FRANK A. GALLUP

COLGATE ACADEMY

A Short History of Rome to the Death of Augustus. By J. WELLS.
Methuen & Co., London, 1896. Pp. xii + 353. 3s. 6d.

THERE is a real need of a text-book in Roman history which shall neither omit too many subjects nor treat too briefly those presented, and which shall thus be to Roman history what both Oman's and Myers' are to Greek. To those who have felt this need the size of Wells' book will commend it, and it has also more worthy claims to the consideration of teachers in secondary schools. The author has brought to the preparation of the work a considerable acquaintance with the original sources, and, though he acknowledges his general indebtedness to Mommsen and Ihne, he does not hesitate to differ from these high authorities occasionally. His emphasis upon those portions of his subject which treat of war and government has been so great that the religious and literary elements do not by any means receive due attention. That in his chapters upon Augustus no mention should be made of the glories of the literature of this period seems indefensible. Often, also, too much information on the part of the student is taken for granted by the author, so that such terms as auspices, Sibylline books, vestal virgins do not receive adequate explanation, though they are very often used. But four maps are given, and of these two are too small, too crowded, and otherwise inadequate, nor are there any other illustrations. The style is clear and interesting, and the author has a helpful fashion of presenting a summary of the causes of important events. Historical parallels are frequently made, but that the usefulness of these is based upon the association of the unknown with the known seems sometimes to have been overlooked, as when students of the fourth and fifth forms of the English public schools, for whom the book is designed, are referred to the laws of

Manu in India to observe the irrational development which the publication of the Roman law in the twelve tables prevented it from acquiring. Likewise it may be doubted whether his comparison of the government of Carthage to that of Venice in the later days of that republic has real illustrative value to the students.

His only illustrations drawn from American institutions are certainly not likely to please the American youth, for he declares that the Romans developed a system of electoral corruption which can only be paralleled in the elections of America, and that Clodius organized an army of disorder and corruption which might move the envy of a modern American "ward politician" or "political boss."

The book is furnished with neither marginal dates nor bibliographies, but a useful appendix is given, in which are presented a list of the chief dates and separate chronologies of the "Struggle between the Orders," of "Rome's Power in Italy," of the "Growth of the Provincial System," of the "Extension of Roman Privileges," and of the "Decay of Senatorial Authority." In these lists the date 204 B. C. is given for the close of the second Punic war, but otherwise accuracy prevails.

For those able and willing to supplement from other sources this narrative of Rome's most characteristic activities, war and government, with an account of the religious beliefs and customs, the literature and other interests of this people, Wells' book will be found useful.

WAYLAND J. CHASE

MORGAN PARK ACADEMY

Chaucer's Canterbury Tales. Selections. By HIRAM CORSON, LL.D.,
Professor of English Literature in the Cornell University.
\$.90. The Macmillan Co.

THE constant improvement in the newer text-books for students along lines indicated by the best pedagogical thought has been greatest in books on English, more particularly literature — perhaps because there was greatest need for advance here. Literature is no longer treated as a mere vehicle for grammar. Too many teachers of English in the past, following closely the lead of their text-books, have given their students a knowledge of Shakespeare and of Milton of the same nature as that gained from the exercises in a district school parsing book; all the inspiration, all the cultivation of a love for beauty in its